Coordinator: Rosemary Morrow, PhD  
Office: 1.308 Gebauer  
Phone: (512) 232-2789  
E-mail rmorrow@austin.utexas.edu

Office Hours: Thursday, 4 to 5, or by appointment

Instructors:
ELA  
Julia Haug  
jhaug@austin.utexas.edu
LOTE  
Rose Potter  
rpotter@austin.utexas.edu
Social Studies  
Rosemary Morrow  
rmorrow@austin.utexas.edu

Seminars: Thursday evening, 5:00 p.m. to 8:00 p.m.  
General Session  
CLA 0.112  
Breakouts  
English Language Arts  
CLA 0.112  
Languages Other Than English  
CLA 1.108  
Social Studies  
CLA 0.118

Prerequisites:
• Successful completion of UTL 101
• A grade of A or B (84 or above) in UTL 202
• A grade of A or B (84 or above) in UTL 640
• Overall UT GPA of 2.75 or above and GPA of 3.0 in certification area
• Laptop computer

Course Description:
UTL 360 will provide students with support for the student teaching experience and an in-depth application of the theory and practice that is necessary to design and deliver excellent instruction. Students attend a three-hour course on the UT campus as support for teaching on a middle school or high school campus. For UTL 670, students will begin teaching one to two classes then reach the maximum number of classes allowed after about three weeks. The cooperating teacher will work with the UTeach student to improve their teacher abilities as the semester progresses. The formative evaluation with the student teacher, cooperating teacher, and observer will be completed mid-way through the teaching experience. The summative evaluation with the student teacher, cooperating teacher, and observer will be completed at the end of the teaching experience.

Course Objectives:
Students will
• Implement instructional strategies that meet the needs of a diverse student population.
• Address curricular issues such as vertical and horizontal alignment, organization of content, and development of skills.
• Design and deliver interactive lessons.
• Prepare and implement learner-centered instructional activities.
• Focus on-time/on-task issues during instruction.
• Construct and implement a successful classroom management strategy appropriate for middle or high school students.
• Apply state and national standards when designing lessons.
• Analyze one’s own personality and learning style as it relates to teaching.
• Serve as a role model by demonstrating clear communication, pleasant demeanor, interest in each individual student, and accurate content.
• Design and teach lesson plans appropriate for the subject area observed.
• Demonstrate how and when to assess student performance.
• Become reflective practitioners using reflections to improve over time.
• Begin to prepare for state certification exams, professional development opportunities, and appraisal systems.
• Utilize technology to communicate, collaborate, investigate, and instruct.

Student Teaching Experience:
• You are responsible for teaching as many classes (minimum of 2) as you can during the semester. Specific guidelines for student teaching and evaluations of your work will be provided. Your observer and CT will make periodic observations and will provide feedback to you. Both formative and summative evaluations will be conducted with the ST, CT, and observer present.
• A schedule is listed for the student teaching experience and for assignments due for the course are included in the detailed course syllabus.
• Check in at the front office of the school each day until you have an official school ID. For security reasons most schools require that you pick up a guest pass before walking through the school. Introduce yourself to the receptionist and to the principal if you see him or her. Learn their names!
• Track any absences on the Absence Verification Form as you go through the semester. The form can be found on the UTeach-Liberal Arts website.
• Dress appropriately and professionally when going to schools. Follow the school’s dress code for teachers. Avoid t-shirts with messages that could be offensive in a high school environment. Don’t wear shorts or inappropriate footwear. (i.e. flip-flops)
• Professionalism is a must! Be on time and prepared. See box below!
• Immediately report any problems to your observer and the coordinator.

If an emergency arises and you MUST miss your SCHEDULED OBSERVATION or LESSON, NOTIFY YOUR COOPERATING TEACHER, OBSERVER, AND YOUR INSTRUCTO as soon as possible.

Reschedule, and plan to make up your time before the end of your teaching experience.
Avoid missing your teaching assignment due to a transportation problem.

Remember! Your students, cooperating teacher, observer, and instructor are all counting on you.
Course Expectations:

UTL 360 is an opportunity to provide support for your student teaching experience and is designed to help you grow through the application of methodologies learned in the UTeach-Liberal Arts program.

- **Attend seminar regularly.** Five points will be deducted from the final average for every absence after one absence. If you must miss the seminar, or will be late, please contact your breakout instructor.
- **Assignments:** Complete assignments on time.
  - Submit assignments digitally in Word format (.doc, .docx, or .pdf) by 11:59 p.m. of the due date unless otherwise instructed.
  - Assignments will be taken as late for 48 hours only with a starting grade of 80% of the original grade. **After 48 hours, no late work will be accepted and a grade of zero will be recorded.**
  - See Course Products for due dates (p. 9)
- **Complete seminar-assigned readings.** Come prepared to participate! Bring current drafts of assignments to the seminar while works are in progress as there may be opportunities for peer feedback during the breakout session. **Note:** The instructor maintains the right to change the syllabus and will inform you during the seminar. You are responsible for changes even if you are absent. Check Canvas frequently.
- **Technology is of ever increasing importance to you as a teacher.**
  - You have been developing computer skills in the previous UTL courses. These competencies include communications via e-mail including attachments, word-processing, and searching Web sites for new materials, educational resources, and school information.
  - Bring your laptop to each seminar.

In addition to the previously listed skills, you will now

- Create interactive multimedia lessons.
- Present multimedia lessons to small or large groups of public school students.
- Create and use databases and spreadsheets.
- Explore sample subject-specific educational software packages.
- Design a web page or blog.

Grading System:

- Philosophy of Education 05%
- Teaching Environments (Post before class and bring hard or electronic copy for discussion.)
  - Physical Environment, Assignment 1 05%
  - Social/Educational Environment, Assignment 2 05%
  - Campus Environment, Assignment 3 05%
- Unit Plan First Draft 20%
- Professional Teaching Résumé 20%
- Unit Plan Final Draft 30%
- Presentation of Unit Plan 10%
Grading Scale:
Grades: Your final course grade will be based on the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 93%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79%</td>
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<tr>
<td>C</td>
<td>73% - 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
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</tbody>
</table>

Communication:
Email and the University’s Canvas system will be the primary sources of communication for the larger group. Canvas will also be a means of communication in the breakout sessions.

Safety in the Building and on Campus:
University of Texas Police Department
512-471-4441; http://www.utexas.edu/police/
Please familiarize yourself with the exits from CLA.

Student Teaching Experience:
- Tuesday, January 6: First day most districts resume classes after winter break. Some districts may start back on a different day. Students may choose to begin their student teaching on this date.
- January 15: Student Teacher Orientation for UTeach-Liberal Arts
- January 20: UT classes begin. Students must begin their student teaching on or before this date.
- Two weeks after arriving: Take 1-2 classes with CT present
- Three weeks after arriving: Take 1-2 classes fully without CT present. Plan your FORMATIVE OBSERVATION, to be completed before March 6.
- Four weeks after arriving: Take over maximum number of classes allowed
- After four weeks of full teaching: Plan your SUMMATIVE OBSERVATION, to be completed before April 17.
- After six weeks of full teaching: Transition to 1-2 classes
- Last two weeks of teaching: Transition classes back to CT

Twelve weeks of student teaching experience are required for certification.

Evaluations:
- **Formative**: Completed by sixth week of student teaching, no later than March 6
- **Summative**: Completed by tenth week of student teaching, no later than April 17
<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar Topic</th>
<th>Faculty</th>
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</thead>
<tbody>
<tr>
<td>12/04/14</td>
<td>Email goes out to Student Teachers and Cooperating Teachers – Invitation to Participate on January 15.</td>
<td>Coordinator Rosemary Morrow</td>
</tr>
</tbody>
</table>
| 01/15   | **PRE-SEMINAR WORKSHOP:** Introduction to Faculty and Field Observers; Overview of Course Structure, Calendar and Daily Responsibilities in your Placement School  
**BREAKOUT:** with Cooperating Teachers and Field Observers  
Review of Student Teaching Handbook, Expectations and Timelines; Certification Information (also on Canvas); Testing; Discipline Specific Course Information and Handbook Review; Observation Guidelines  
**CLOSURE:** Q & A Sharing  
**ASSIGNMENTS DUE January 22**  
Harry Wong articles  
"How to Start a Class Effectively" October 2000  
"A First Day of School Script" March 2003  
"The First Ten Days of School" January 2005  
Philosophy of Education  
Bring laptop or tablet next week.                                                                                                                                                                                                                                      | Subject Area  
English (ELA) Julia Haug  
Languages Other Than English (LOTE) Rose Potter  
Social Studies Rosemary Morrow |
| 01/22   | **SEMINAR FOCUS:** Unit Plan Design  
SHORT GENERAL SESSION  
**BREAKOUT:** Discuss Wong articles  
Work on first draft of unit design  
**CLOSURE:** Q & A Sharing  
**ASSIGNMENT:** Philosophy of Education due TODAY  
Teaching Environments: Physical Environment, Assignment 1 due January 29. Submit online by 8:00 a.m. and bring soft copy to Seminar 3, January 29  
Unit Plan Project:  
- First Draft Due: February 12  
- Final Draft Due: April 9  
Presentation of Unit Plan: April 23  
Bring laptop, tablet, and/or cell phone next week.                                                                                                                                                                                                                 |                       |

01/08/15
<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar</th>
<th>Seminar Focus</th>
<th>Guest Speakers</th>
<th>Breakout</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/29</td>
<td>Seminar 3</td>
<td>Social Media in the Classroom</td>
<td>Brittany Bussell and Amelia Lewis, Round Rock ISD</td>
<td>Debrief using social media in the classroom</td>
<td>Teaching Environments: Physical Environment, Assignment 1 due TODAY</td>
<td>ST begins responsibility for 1-2 classes with CT model.</td>
</tr>
<tr>
<td>02/05</td>
<td>Seminar 4</td>
<td>Organizational Boot Camp 101</td>
<td>Millybett Llanos-Gremillion, Judith Kemp, and J.J. Melgar, Round Rock ISD</td>
<td>Review of Organizational Boot Camp</td>
<td>First Draft Unit Plan due February 12</td>
<td>ST begins responsibility for 1-2 classes with CT model. ST takes over maximum number of classes allowed this week.</td>
</tr>
<tr>
<td>02/12</td>
<td>Seminar 5</td>
<td>State Board of Education</td>
<td>Dr. Martha Dominguez (D), District 1; Patricia Hardy (R), District 11</td>
<td>Discuss implications of HB 5, 84th Legislature, and other SBOE topics</td>
<td>First Sharing</td>
<td>ST should assume full teaching responsibilities for teaching; student teacher may be left alone in the classroom with the students if the CT feels the ST has developed adequate behavioral management skills.</td>
</tr>
<tr>
<td>02/19</td>
<td>Seminar 6</td>
<td>No Seminar</td>
<td>District Orientations (scheduled at various times)</td>
<td>Bring laptop or tablet next week.</td>
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</tbody>
</table>

ST should assume full teaching responsibilities for teaching; student teacher may be left alone in the classroom with the students if the CT feels the ST has developed adequate behavioral management skills.
<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>02/26</td>
<td><strong>Seminar 7</strong>&lt;br&gt;Seminar Focus: Resume Writing/Interviewing/Philosophy&lt;br&gt;Guest Speaker: Erica Prenger, Liberal Arts Career Services&lt;br&gt;<strong>Breakout</strong>: Building your resume/Defining your philosophy&lt;br&gt;Review of résumés and résumé assignment&lt;br&gt;<strong>Closure</strong>: Q &amp; A Sharing&lt;br&gt;<strong>Assignment</strong>: Teaching Environments: Social and Educational due March 5; Résumé due March 12.&lt;br&gt;Bring laptop or tablet next week.</td>
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<tr>
<td>03/05</td>
<td><strong>Seminar 8</strong>&lt;br&gt;Seminar Focus: Teaching Diverse Populations&lt;br&gt;Guest Speakers: Jennifer Brewer, Austin ISD; Rob Hillhouse, Austin ISD; Nicole Shannon, Round Rock ISD&lt;br&gt;<strong>Breakout</strong>: Review Differentiation in each discipline&lt;br&gt;<strong>Closure</strong>: Q &amp; A Sharing&lt;br&gt;<strong>Assignment</strong>: Teaching Environments: Social and Educational due today.&lt;br&gt;Résumé due March 12&lt;br&gt;<strong>Formative Evaluation</strong> should be completed by Friday of this week.</td>
</tr>
<tr>
<td>03/12</td>
<td><strong>Seminar 9</strong>&lt;br&gt;Seminar Focus: Curriculum and Assessment&lt;br&gt;Guest Speakers: Kelly Callaway and Victoria Young, Texas Education Agency&lt;br&gt;<strong>Breakout</strong>: Discussion of HB 5, TEKS Review, Instructional Materials adoption and Preparing for STAAR&lt;br&gt;<strong>Closure</strong>: Q &amp; A Sharing&lt;br&gt;<strong>Assignment</strong>: Résumé due today&lt;br&gt;Teaching Environments: Campus: Assignment 3, due March 26&lt;br&gt;Bring laptop or tablet March 26.</td>
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<tr>
<td>03/16-03/20</td>
<td><strong>Spring Break – Be Safe!</strong></td>
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<td>Date</td>
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Seminar 13: 04/16
**SEMINAR FOCUS:** Real Students, Real Classrooms
GUEST SPEAKERS: MARIO MORALES, AUSTIN ISD; AND DA’SHADE JOHNSON, FORMER REAGAN HS STUDENT

**BREAKOUT:** Classroom Realities
Start Unit Plan Presentations

**CLOSURE:** Q & A Sharing

**ASSIGNMENT:** Unit Plan Presentation next week

**SUMMATIVE EVALUATION** should be completed this week.

Student teachers transition responsibility for remaining classes back to CT

Seminar 14: 04/23
**SEMINAR FOCUS:** Evaluation; Student Presentations by Discipline
Short meeting for any updates

**BREAKOUT:** Unit Plan Presentations and Assessment of Unit Plan

**CLOSURE:** Q & A Sharing

Seminar 15: 04/30
**SEMINAR FOCUS:** Presentations, as needed

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**COURSE PRODUCTS**

<table>
<thead>
<tr>
<th>DUE on:</th>
<th>PROJECT</th>
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<tbody>
<tr>
<td>1 January 22 by 11:59 p.m.</td>
<td>Philosophy of Education</td>
</tr>
<tr>
<td>2 January 29 by 8:00 a.m. (&amp; in class)</td>
<td>Teaching Environments: Physical, Assignment 1</td>
</tr>
<tr>
<td>3 February 12 by 11:59 p.m.</td>
<td>Unit Plan First Draft</td>
</tr>
<tr>
<td>4 March 5 by 8:00 a.m. (and in class)</td>
<td>Teaching Environments: Social and Educational, Assignment 2</td>
</tr>
<tr>
<td>5 No later than March 6</td>
<td>Formative Evaluation</td>
</tr>
<tr>
<td>6 March 12 by 11:59 p.m.</td>
<td>Professional Teaching Résumé</td>
</tr>
<tr>
<td>7 March 26 by 8:00 a.m. (and in class)</td>
<td>Teaching Environments: Campus</td>
</tr>
<tr>
<td>8 April 9 by 11:59 p.m.</td>
<td>Digital Unit Plan Final Draft</td>
</tr>
<tr>
<td>9 No later than April 17</td>
<td>Summative Evaluation</td>
</tr>
<tr>
<td>10 April 23</td>
<td>Presentation of Unit Plan</td>
</tr>
</tbody>
</table>

**TEcES Testing Information:** [http://www.testdatescentral.com/texes-test-dates.html](http://www.testdatescentral.com/texes-test-dates.html)

- **English**
  Restricted Computer Administered Tests: Specific Dates
- **LOTE**
  Computer Administered Tests: Any Date
- **Social Studies**
  Computer Administered Tests: Any Date
THE UNIVERSITY OF TEXAS NOTIFICATIONS

University Electronic Mail Notification Policy
(Use of E-mail for Official Correspondence to Students)
All students should be familiar with the University’s official e-mail student notification policy. It is the student’s responsibility to keep the University informed as to changes in her or his e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/policies/emailnotify.html. In this course, e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

Core Values and Policy on Scholastic Honesty:
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect towards peers and community. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/scholdis.php to access official University policies and procedures. Link to University Honor Code: http://catalog.utexas.edu/general-information/the-university/#universitycodeofconduct.

Accommodations for Students:
Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, http://www.utexas.edu/diversity/ddce/ssd/.

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergency Evacuation Policy
The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/
- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.